UNIVERSITY OF ALBERTA

INCLUDING STUDENTS WITH DEVELOPMENTAL DISABILITIES IN SECONDARY

SCHOOL LIBRARIES

BY

BRENDA DILLON

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Dedication

I would like to thank everyone who has contributed to the development of this capping project. The encouragement and support of my parents, and their unwavering faith in me, has been invaluable. The wonderfully supportive and dynamic professional learning community created by the instructors and students of the TL-DL program made learning a joy. My colleagues -- teachers, support staff, and my fellow teacher-librarians -- have helped me develop, practice, and refine my ideas. Most of all, I would like to thank the PIP students, from whom I have learned so much, and for whom I have done this work.

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My Topic

"School library services must be provided equally to all members of the school community.... Specific services and materials must be provided for those who are unable to use mainstream library services and materials." (International Federation of Library Associations & UNESCO, Mission section, ¶ 4).

I believe, deeply and passionately, that a school library should be inclusive, that is, that it should welcome and support all members of the school community. The creation of an inclusive school library is a multi-faceted topic, too large for a single capping paper, so I've decided to focus on the inclusion of a particular group of students, those students who have developmental disabilities. One of the difficulties I have encountered in the course of my work has been the use both of different terms to refer to the same special need and the use of the same term to refer to different special needs. So, for the purposes of this paper, I have chosen to define developmental disability as the Ontario Ministry of Education (2001) and the Dufferin-Peel Catholic District School Board (2005) define it, that is, as a severe learning disorder combining moderate, severe, or profound intellectual disability with disability in adaptive functioning (e.g. social skills, self-care skills), both of which are present before the age of 18 (although not necessarily from birth).

The purpose of this paper is three-fold: to reflect on my journey thus far, to explore the literature about inclusive libraries, and to share the work I have done in my own school library. I hope this will be helpful to other teacher-librarians interested in creating more inclusive high school libraries.

My Journey Thus Far…

I began working with students with special needs long before I began teaching. Both my earliest volunteer work and my first summer job involved working with students who were experiencing a variety of learning difficulties and challenges. Without much guidance or direction, and with very few resources, I learned the value of observation, optimism, and creativity.

During my pre-service program, members of my class had to complete an entire course as an independent study. The instructions were, and this is a direct quote, "find something related to education and do it." We were required to "do something", keep a journal, do some related research, and write a paper. I chose to explore what was then called mainstreaming, both because I was interested in the topic and because I figured it would be a reality in my professional life. I returned to the high school in which I had done my first practicum to work with students in the school's new -- and still developing -- program for students with developmental disabilities. I also visited several other settings, including both mainstream classrooms into which students with special needs had been placed, and a specialized high school for students with intellectual and developmental disabilities. I found both my fieldwork and the research interesting and I came to realize that real life is not nearly as neat as theory because so much depends on the circumstances of particular situations.

I began teaching in 1988 for an urban Catholic school board in Ontario. My initial qualifications were intermediate/senior (grades 7-13, although we no longer have grade 13) English and History. I've always taught at the high school level, and almost always grades 9 and 10. Most of my teaching assignments were English classes, although I also taught

Religion, Canadian History, and even one class of grade 9 Science. I taught classes at a

variety of levels, including Advanced (university-bound), General (college-bound), Basic

(workplace-bound), and de-streamed and non-leveled classes. Although I have never taught

a "special education" class, many of my students were identified as students with special

needs -- and many more were not formally identified but had special needs anyway. While I

certainly hope my students have learned from me, I know I have learned from them, and I

have learned the most from those students who provided the greatest challenge. I am a much

better teacher because of my experiences teaching students with special needs.

It was in my grade 9 Religion classes that I first had the opportunity to teach students

with developmental disabilities. These courses were non-leveled and it was not unusual for

students from the Planning for Independence Program (PIP, a program for students with

developmental disabilities) to be included. As it happened, no one told me that I was not

actually expected to teach these students, rather, I was expected to provide social inclusion

while the PIP support staff assigned to the students would take care of program. Given that

the students were in my class, I made what I thought was a reasonable assumption that I was

expected to modify my program to accommodate them. So I did. I developed a reputation

for working well with the students in my school's Planning for Independence Program and,

as a result, I was given the opportunity to work with several more of these students. I

enjoyed working with these students and became a much better teacher as a result of the

experience.

In the meantime, I had become interested in teacher-librarianship and was working to

obtain my qualifications. When I was first assigned a period in the school library

(approximately 15 years ago), the PIP teachers asked me to continue working with the

students. I agreed, of course, and was quite excited by the possibilities. Unfortunately, the teacher-librarian did not see things quite the same way. Although she could not actually forbid me to work with these students, she made clear to me that it would have to be on my own time, not during my assigned library period. So I gave up my lunch and preparation periods and worked to find ways to include students with developmental disabilities in the school library.

One day, frustrated by the complete lack of appropriate resources (I was using my own or borrowing from the public library), I asked the teacher-librarian whether it would be possible for the library to have some resources for the programs I was developing (a few picture books, for example). She refused, saying they were not library users anyway.

That was the moment I vowed to myself that, should I ever become the teacher-librarian, the situation would change. I did. It has.

My predecessor retired in June 1996 and I took over as the teacher-librarian in September. By that time I had already obtained my Specialist in teacher-librarianship. Over the next few years, I also obtained my Specialist in Special Education because I believed this would help me in my efforts to create an inclusive school library. In Ontario, after completing their pre-service education, teachers can take Additional Qualification courses through Faculties of Education. Many of these areas of qualification, such as teacher-librarianship and Special Education, consist of three courses, with Part One being an introductory course and Part Three being the Specialist.

This is my twelfth year as my high school's teacher-librarian and, while I certainly do not think I have finished my journey, I can say the school library is a much more inclusive place than it used to be. Although I try to welcome and support all members of my

school community, I have paid special attention to our students with developmental disabilities, partly because these students had been so pointedly ignored (they weren't even included in the patron database), and partly because I think that, if I can include these students, then I can find ways to welcome and support any other member of our community. Besides, I really enjoy working with these students. Because they are not working toward a high school diploma, we are not restricted by credit requirements and can get creative. My inner elementary teacher can come out to play! Over the years I have taught library skills (vocabulary, appropriate behaviour, etc.), created a literature unit (read-alouds of selected picture books, journal response activities), worked on a number of research projects (and yes, the students are expected to document their sources), and created a vocational training program.

My Capping Paper

This capping paper will, I hope, be a professional development resource for teacher-librarians interested in creating more inclusive school libraries and, more specifically, in working with students who have developmental disabilities. Having shared my journey thus far, I will review the literature in the areas of human rights and libraries and library service to individuals with special needs, and then reflect on and share my own experience. This section will include information and suggestions about the students, the school library program, collection development, collaboration, and professional learning. Appendices will provide additional information, including a glossary, an overview of special education in Ontario, and samples of the materials I have developed. While the capping paper requirements mean this document will be bound, the ideal format would actually be hole-punched pages in a nice big binder to which teacher-librarians could add their own activity

sheets, projects, lists of resources, and so on. I have created a wiki, Inclusive School Libraries, (on Wikispaces, at http://inclusiveschoollibraries.wikispaces.com), to which I have posted additional materials and information. I invite other teacher-librarians to contribute to this wiki. Anyone can view the pages. Posting requires membership. Simply contact me via the wiki and I'll add you as a member. Together, we can create school libraries that welcome and support all members of our school communities, including students with developmental disabilities.

<div align="center">Literature Review</div>

Although literature reviews typically focus on research literature, that has proved too limited a scope for this work. First, it is necessary to provide a foundation for this work by reviewing primary human rights and library documents. Additionally, searches of both the research and professional literature for relevant articles have revealed that much of it is professional literature rather than research literature. Finally, while literature reviews generally focus on journal articles, this literature review includes several books because these titles are generally more useful than the articles as they tend to provide a better "package" of information for interested teacher-librarians.

It has proved more useful to organize this literature review by topic rather than by type of literature. This literature review is divided into two major sections. The first section, Human Rights and Libraries, examines national, international, and provincial human rights documents and considers these documents in light of the values espoused by librarians. The second section, Libraries and Individuals with Special Needs, establishes inclusion as a human right and an expectation of libraries, reviews literature dealing with how to move from philosophy to practice, and deals specifically with the question of the inclusion of

individuals with developmental disabilities.

Human Rights and Libraries

Declarations of human rights at the international, national, and provincial levels

recognize the dignity of all persons and the legal equality of all persons. The United

Nation's *Universal Declaration of Human Rights* states that "recognition of the inherent

dignity and of the equal and inalienable rights of all members of the human family is the

foundation of freedom, justice and peace in the world…" (Preamble), that "all human beings

are born free and equal in dignity and rights" (Article 1) and that "everyone is entitled to all

the rights and freedoms set forth in this Declaration, without distinction of any kind…"

(Article 2). These rights include intellectual freedom and freedom of expression, education,

and participation in the life of the community. The *Canadian Charter of Rights and*

Freedoms (1982) guarantees equality under and before the law and forbids discrimination on

a number of grounds and guarantees everyone certain fundamental freedoms, including

intellectual freedom and freedom of expression. The *Ontario Human Rights Code* (1990)

reiterates the equality of all persons. Respect for diversity is clearly a fundamental value and

the expectation is that the human rights identified in these documents apply equally to all

persons.

Librarians strive to preserve, protect, and promote these rights through library

facilities, collections, and programs and services. Phenix and McCook (2005) make explicit

the value librarians place on human rights in their comparison of the *Universal Declaration*

of Human Rights with statements published by the American Library Association. They

conclude that librarians see themselves as protectors and promoters of human rights and note

that, in fact, the ALA has identified diversity and intellectual freedom as two of the core

values of the profession. The *Code of Ethics* of the Canadian Library Association (1976) supports intellectual freedom, the equitable provision of library services to all Canadians, and the facilitation of access to information as integral to the practice of librarianship. Clearly, librarians understand that the preservation and promotion of human rights is an important role of libraries.

Like the rest of the library community, school libraries and teacher-librarians support and promote human rights, including diversity and intellectual freedom. The IFLA/UNESCO *School Library Manifesto* (1999) notes that "school library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status…", and "access to services and collections should be based on the United Nations *Universal Declaration of Human Rights and Freedoms*, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures." (Mission section, ¶ 4). The Canadian Library Association's *Statement on Effective School Library Programs in Canada* (2000, November), the Association for Teacher-Librarianship in Canada's *The Student's Bill of Information Rights* (1995), and the Ontario School Library Association's policy statement (1996) all make clear that the expectation in the Canadian school library community is that all students are to have equitable access to library programs, services, and information.

Providing equitable service to all users, and welcoming all community members as users, is part of the foundation of library service and libraries help make human rights a reality in the lives of their users. This is as true of school libraries as it is of other types of libraries.

Libraries and Individuals with Special Needs

The Right to Inclusion

The *Universal Declaration of Human Rights*, the *Canadian Charter of Rights and Freedoms* (1982), and the *Ontario Human Rights Code* (1990) all prohibit discrimination on the grounds of disability, whether physical or mental. The *Universal Declaration of Human Rights* states that "everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind." (Article 2). The *Canadian Charter of Rights and Freedoms* (1982) provides additional clarity by specifically including disability, mental or physical, in the list of prohibited grounds for discrimination, although programs designed to offer support or provide affirmative action are permitted. The *Ontario Human Rights Code* (1990) reiterates the equality of all persons and actually goes on to specify that this includes the "…right to equal treatment with respect to services, goods and facilities, without discrimination because of …handicap." (Part I, Services). Part II of the Code, "Interpretation and Application", includes a section of definitions which makes clear that "because of handicap" does indeed include "a condition of mental retardation or impairment." (Definitions 10.1b). In addition to the *Ontario Human Rights Code*, Ontario has legislation, *The Accessibility for Ontarians with Disabilities Act* (2005), which is designed to make Ontario accessible to all persons by 2025. The standards being developed apply to all sorts of organizations and businesses, including libraries and school boards and include standards in such areas as information and communications, which is of particular interest when considering the needs of persons with intellectual disabilities. It is very clear that human rights apply to all persons and that discrimination on grounds such as disability violates these rights.

Education legislation also addresses the right to inclusion. Although legislation and policies differ from jurisdiction to jurisdiction, and special education delivery models differ from school board to school board (and sometimes from school to school), there are some constants. The first is that inclusion of students with special needs has become the norm in Canada (and in a number of other countries). The second is a direct result of this--all teachers, including those with no special training, are now expected to teach students with a variety of special needs. The *Education Amendment Act* of 1980, commonly known as Bill 82, changed special education in Ontario. It was this bill that required all school boards to provide, or to purchase from other boards, special education programs and services for students deemed exceptional. Although a range of placements was permitted, the regular classroom was the preferred placement whenever possible. Although many of the provisions of Bill 82 have been changed by subsequent amendments to the *Education Act*, these key provisions have remained in place and the inclusive philosophy of the bill has remained unchanged. (Ontario Ministry of Education, 2008). This has an impact on school libraries, which are expected to meet school-wide needs and support the learning of all students.

Collectively, these documents and pieces of legislation make clear that the inclusion of individuals with special needs is both desired and expected, indeed it is required. Both schools and libraries have embraced diversity generally and, more specifically, the inclusion of individuals with special needs. Both international and Canadian school library guidelines make clear that school libraries -- and, by extension, teacher-librarians -- have a duty to serve all students, including those with special needs. The IFLA/UNESCO *School Library Manifesto* states that "specific services and materials must be provided for those who are unable to use mainstream library services and materials. (International Federation of Library

Associations and Institutions & UNESCO, 1999, Mission section, ¶ 4). *Achieving Information Literacy: Standards for School Libraries in* includes the text of the *School Library Manifesto* in an appendix and incorporates the *Manifesto's* values into the standards set out for Canadian school libraries, noting that the school library is the point of equitable access to learning resources for all members of the school community and including both physical and intellectual access to resources in the standards for collections and barrier-free access to the library facility in the standards for facilities. *Canada* (Canadian School Library Association & Association for Teacher-Librarianship in Canada, 2003). The Ontario School Library Association's (1996) *Policy on the School Library Information Centre and the Role of the Teacher-Librarian* makes explicit that, as part of their collaborative program planning and teaching role, teacher-librarians will "support learning for special needs students" (section 3.5). Clearly, inclusion is the goal.

From Philosophy to Practice

Establishing a context for thinking about inclusive libraries can be quite useful and, to that end, the work of Murray (1999a; 1999b; 1999c; 2000a; 2000b; 2000c; 2000, July; 2001; 2002, September) and Evans and Heeks (1997) is especially useful. Murray conducted a four-year study of the impact of inclusive schooling on school library services to students with special needs and found that the relationship between school library and special education staff was important, as was the availability of library-specific professional development, which she found lacking. Evans and Heeks conducted a major study in the United Kingdom known as the British Library LESSEN (Learning Support for Special Educational Needs) Project, which focused on students in their first year of secondary school (which begins at age 11/12 in the U.K., what would be grade 7 in North America).

They found that, in general, school libraries did try to support students with special needs,

although further improvements would result from closer links between the school library

initiatives and school initiatives. Evans and Heeks end their paper with a list of suggestions

for improving the role of school libraries in the education of students with special needs,

which can serve as prompts for teacher-librarians interested in supporting these students.

     Teacher-librarians interested in general references about including individuals with

special needs may find the following titles useful. In *Preparing Staff to Serve Patrons with*

Disabilities, Deines-Jones and Van Fleet (1995) focus on the need for preparation and

education to help public library staff develop the attitude necessary for the provision of

appropriate service. They make the point that staff attitude is a vital component of

accessibility. This book, particularly the chapter dedicated to serving children and youth

who have disabilities, might be useful for school library support staff, who do not have

teaching backgrounds, and has relevance to the non-teaching portions of teacher-librarians'

jobs. It is becoming more common, at least in some school boards, for school libraries to be

built as shared public and school facilities and, in this case, *Preparing Staff to Serve Patrons*

with Disabilities could be used to prepare the public library staff to better serve the students

who have special needs. *Disabilities, Children, and Libraries: Mainstreaming Services in*

Public Libraries and School Library Media Centers (Walling & Karrenbrock, 1993)

provides a good introduction to creating inclusive libraries. It should be noted, however, that

while the philosophical information is still valuable, the information about disabilities is

quite dated. *Information Services for People with Developmental Disabilities: The Library*

Manager's Handbook (Walling & Irwin, 1995) is also worth reading, although, again, the

information is dated. The chapter on school libraries will be of particular interest and

secondary teacher-librarians might also find the chapters on reference and reader's advisory services for adults with mental retardation (the term used in the text) useful, given that students with developmental disabilities typically remain in high school until age 21. It should be noted, however, that this text defines a developmental disability as a disability occurring within the developmental period (usually considered to be birth to 18 years of age) which is severe enough to interfere with development -- the disability need not be intellectual.. This differs significantly from the definition adopted by the Ontario Ministry of Education. Teacher-librarians interested in more information and practical suggestions about how to actually support students with special needs should consult *Supporting Special Educational Needs in the Secondary School Library* (Ball, 2002), which covers all aspects of school library support for students with special needs. *Serving Special Needs Students in the School Library Media Center* (Wesson & Keefe, 1995) is also of considerable practical value. This comprehensive guide is organized into three sections according to a teacher-librarian's role: teacher, information specialist, and collaborator. The section on teaching covers assessing and teaching information skills, literature appreciation, and vocational training. The second section covers selection and accessibility of resources, bibliotherapy, and instructional technology. The section on collaboration covers partnerships with special education and classroom teachers, professional development, and the teacher-librarian's role in creating a school-wide positive attitude towards the inclusion of students with special needs. *Serving Special Needs Students in the School Library Media Center* is the single most useful work discovered in the course of this literature review, although it is rather dated now. These titles provide good general coverage and can be supplemented as needed with information about working with individuals with specific disabilities or special needs.

The importance of collaboration is touched on by many of the authors mentioned above and is worth further attention. Hopkins (2005), Farmer (2007), and Noonan and Harada (2007) all emphasize the value of collaboration between teacher-librarians and special education staff and suggest ways to encourage and improve such collaboration. The best starting point is probably Hopkins's (2005) article, "Extending Inclusive Learning: Library and Special Education Collaboration", which reviews the need for inclusive school libraries, emphasizes the value of collaboration between teacher-librarians and special education staff, identifies resources, and provides a blueprint for the development of a collaborative partnership. Farmer's (2007) thesis is that teacher-librarians need to move beyond the traditional concept of collaboration with classroom teachers and begin working more closely with administrators and support staff. With regard to working with students with special needs, it is particularly important for teacher-librarians to work closely with Education Resource Workers as well as other support staff. Noonan and Harada (2007) place collaboration in the larger context of school reform. Together, these authors provide both a philosophical context for collaboration as well as practical suggestions.

Much of the literature about creating inclusive libraries focuses on accessibility. While the creation of an inclusive library should have a philosophical foundation, it is also necessary to figure out all the practical details about what are generally referred to as universal design and assistive technology. The Canadian Library Association's (1997) *Canadian Guidelines on Library and Information Services for People with Disabilities* includes all types of libraries and specifically mention teacher-librarians. Practical information and suggestions are provided in Scott's (1996) *The Accessible Canadian Library II* which, while not written specifically for school libraries, can be combined with

school accessibility standards to provide the information needed to create fully accessible school libraries. Neumann (2003) and Wojahn (2006) deal with the application of universal design to school libraries. Neumann (2003) notes that the aim of universal design is to create barrier-free places, products, and resources, a concept which incorporates, and then goes beyond, physical accessibility, and argues that universal design is not only important for school libraries but is also the fiscally responsible approach. Neumann (2003) goes on to point out that teacher-librarians, whose focus is school-wide and who have a professional development role, are perfectly positioned to take a leadership role in school-wide implementation of universal design. Wojahn (2006) emphasizes that the single most important change is in the attitude of the teacher-librarian and goes on to offer suggestions and resources, pointing out that many of the necessary changes have little or no associated cost, which is a significant consideration, given the general lack of funding for school libraries. Shea (2000) Hopkins (2003; 2004a; 2004b), and Selverstone (2003) all deal with assistive technology. Hopkins (2004a; 2004b) provides a rationale for the use of assistive technology in school libraries and practical suggestions and resources for teacher-librarians. Hopkins (2003) also differentiates between assistive and reference or instructional technology, noting that the primary purpose of assistive technology is to facilitate access and improve independence rather than provide information or instruction. This is an important distinction as it can be tempting to equate any use of technology with accessibility, which is simply not so. The suggestions in these documents and articles will provide practical guidance to teacher-librarians working to create inclusive libraries. Teacher-librarians with a particular interest in assistive technology will find Hopkins' (2004a) book, *Assistive Technology: An Introductory Guide for K-12 Library Media Specialists*, a very useful

resource.

Supporting students who have learning disabilities, who have been identified as slower learners/mildly intellectually disabled, or who have been identified as at-risk is another focus of the literature. Mendrinos (1992) and Gorman (1999a, 1999b) focus on serving students deemed at-risk academically or identified as having learning disabilities, emphasizing the need for multiple formats (including digital as well as print resources), multisensory learning, direct instruction, and respect and understanding, pointing out that all of this is simply good library service. Although Gorman's articles were published in school library journals, they actually seem to be written for public librarians rather than teacher-librarians, however, the information is useful and the suggestions are just as applicable in a school setting. Because students with learning disabilities make up a significant proportion of any school's students with special needs, any effort to create an inclusive school library must consider the needs of these students.

Including Individuals with Developmental Disabilities

Despite extensive searches, only three articles specific to students with developmental disabilities could be located for this literature review. Hansen (1995) points out that students with intellectual and developmental disabilities can and should be supported by the school library and goes on to make a number of practical suggestions. She notes that it is especially difficult to find appropriate materials for these students in high school. High/low reading materials are, generally, not written at low enough reading levels for students reading at a primary (especially early primary) level. It is quite difficult to find material that is both age-appropriate and written at a suitable reading level for, say, an 18 year old reading at a grade 1 or 2 level. Appignani and Lawton (1999) share information

about a library-based job-training program for students with developmental disabilities in which carefully chosen students were hired by the school library and provided with training that emphasized basic job skills and attitudes. Odozor (2006) shares the work she has done to create a library program for students in her school's Planning for Independence Program, noting that the school library can play a significant role in the development of communication, cognitive, and social skills. Given the number of students with developmental disabilities attending high school, it is worth asking why so few articles could be located.

Conclusion

Creating an inclusive school library is an essential and ongoing task. Interested teacher-librarians will find both philosophical and practical support in the library literature, although it was disappointing, and more than a little frustrating, to discover so little literature specific to the topic of this capping paper. While it might be tempting to believe this is because the inclusion of students with developmental disabilities is taken for granted and working so well that no one sees the need to write about it, this is almost certainly not the case. Perhaps, then, this capping project can help make a difference for these students and for the teacher-librarians interested in working with them.

Reflection and Sharing

The passion driving my work as a teacher-librarian has been, and remains, the creation of an inclusive school library. While I have accomplished quite a bit, my school library is definitely still a work-in-progress. I suspect this will always be the case as one of the things I have learned as a teacher is that there is always more to learn -- about students, teaching and learning, curriculum, resources…everything. I have come to realize that it is

precisely this need and opportunity for continuous learning that can make teaching such a great fit for a lifelong learner like me. In this section of my capping paper, I will reflect on and share the work I have done, specifically, my efforts to include students with developmental disabilities in my school library. I will consider the students, the school library program, collection development, the importance of collaboration, and the need for on-going learning by all members of the school library staff.

The Students

The students in PIP all have developmental disabilities. That is, they have intellectual disabilities (an IQ score of 70 or lower), generally moderate to profound (IQ scores below 50-55), combined with significant deficits in adaptive functioning in at least two areas (communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional and academic skills, work, leisure, health, and safety), and these problems begin before 18 years of age (American Psychiatric Association, 1994, p. 50). It's important to understand that identification of a student as developmentally disabled requires that all three components of this definition be present. For example, two students, both under age 18, might be assessed and found to have the same IQ score, however, if one of them had adequate adaptive functioning, that student would be identified as Mildly Intellectually Disabled rather than Developmentally Disabled -- it's not just a matter of IQ score. Only the student identified as Developmentally Disabled would qualify for placement in PIP. Some of the students in PIP have specific diagnoses, such as Down's Syndrome, Williams Syndrome, Fragile X, and Cri du Chat Syndrome, while others are simply identified as having a developmental disability. Students who have Autism or other Pervasive Developmental Disorders are sometimes placed in this program, if they have

intellectual disabilities (many do, to varying degrees) and if it best meets their needs. Some

of the students in PIP have multiple exceptionalities, that is, they have physical disabilities

or vision or hearing impairments as well as intellectual disabilities. Students in PIP generally

remain in high school until age 21, which means, if they come to high school at age 14 (on

average, like most grade 9 students), they will spend seven years in the program. Each

student in PIP has an IEP (Individual Education Plan) and is involved in an individually

planned alternative program, that is, with expectations not from the Ontario Curriculum.

These students are not working towards diplomas. The program generally involves a

combination of individual programming, PIP resource classes, and supported integration

opportunities.

Each student is an individual, with personal strengths and needs, and of course no

student should ever be reduced to a label however, I've always found that knowing the name

of a condition allows me to take advantage of what others have learned. This often helps me

to better understand the student and better meet that student's needs. For the same reason, I

find it helpful to read the student's IEP as well as review the records and reports in the OSR

(Ontario School Record). I also talk to the PIP teachers and the Education Resource

Workers (ERWs -- teaching assistants) who support the students. And, of course, it is

important to get to know each student individually. Everything else is merely an adjunct to

this personal knowledge.

Every student, including every student with a developmental disability, is capable of

learning and deserves the opportunity to learn and to develop to the fullness of his or her

potential. Experience has taught me that the following strategies are generally useful.

- Use simple, clear, direct language.

- Avoid visual, verbal, and material clutter.

- When creating handouts or print resources, use a plain font and consider using a larger font size (minimum 14 point) with extra space between words and sentences to facilitate reading.

- Allow extra time when asking students to process information or questions.

- Begin with what is familiar and known.

- Work from the concrete to the abstract.

- Generally, realistic materials are best. For example, I do not recommend genres such as fantasy and science fiction for these students.

- Work step-by-step, with lots of scaffolding, organization, support, and modeling.

- Do not expect students to generalize knowledge and skills to new situations independently. Provide direct instruction in a number of settings/situations and provide repeated practice.

- Provide opportunities for ongoing practice to maintain learning and develop skills.

I recognize that these strategies will certainly not be new to teachers. I tend to function in a fairly academic manner. It took working with students with various learning challenges to make me realize just how important these simple strategies can be, and just how much they can improve a student's chances for successful learning.

Over the years, I have worked with PIP students who were functioning at a variety of levels, from infant to perhaps grade three/four. I have made sure the school library has been able to offer something to each of these students, from a welcoming atmosphere through

resources for research projects or books for personal enjoyment. I have learned a great deal from these students and have become a better teacher -- and a better person -- because of the opportunities I have been given to work with them.

The School Library Program

Because PIP students are not working towards diplomas, it is possible to be quite creative when designing library programming. As long as the students are having positive learning experiences, experimentation is fine. In fact, I consider it a requirement. As a teacher, I find this freedom quite exciting and I have taken full advantage of it. While I have not yet managed to implement a comprehensive, integrated PIP library program (in part because there is no actual PIP curriculum), I have built several pieces that have worked well, including library orientation and skills, information literacy and research, reading and literacy, and vocational training. I have also been able to contribute to other areas of students' programs.

One of the first units I created was a library orientation and skills unit designed to introduce students to the basics, such as appropriate library behaviour, library resources, and basic library skills such as signing out and returning books. I reduced the library rules to three: quiet, walk, and work. Using Boardmaker, I created signs to label areas of the library, then used the same pictures to create worksheets (matching, fill-in-the-blank, etc.) and activities (cut-and-paste, picture bingo, puzzles, etc.) to teach students about resources and to teach basic skills. Everything was very visual and hands-on. The students in this group were, generally, functioning below the kindergarten level, so the focus was vocabulary development as well as social skills and appropriate behaviour. I did not expect that these students would become independent library users, but I did want them to feel welcome. The

students in my second group were far more varied in terms of ability, so I learned to create

each information sheet, worksheet, or activity at a variety of levels. All of the students in

these classes demonstrated both enjoyment and learning, so I deemed the unit a success.

I have done several research projects with PIP resource classes. While the students

varied considerably in ability, I was targeting those functioning at an early primary level.

These students were verbal and had some ability to read and write. I modified and adapted

the work and the resources as necessary to ensure that all of the students in the class could

participate. Research projects have included pets, zoo animals, the human body, countries,

and the provinces and territories of Canada. I taught these students a simplified version of

the research process and provided lots of support and scaffolding in the form of organizers,

worksheets, and templates. I even expected the students to cite their sources, although I

created a worksheet which the students completed and did not worry about MLA format. We

created a survey for the pets project and graphed the results, created and presented

PowerPoint presentations about zoo animals, created brochures about the human body, more

brochures about countries, and worked on posters about the provinces. Each of these

projects took quite a bit of time and effort on the part of both myself and the PIP teacher

(and the students, of course), but each one was worth it. The students learned about research,

did work that amazed their teachers, and continue to ask me when we will be doing another

project.

I have also offered a literature unit. The students in this group were functioning

academically at, generally, pre-kindergarten to grade 1 levels. I chose a variety of picture

books to read to the group and created journal activities for each book. Because many

students with developmental disabilities have difficulty identifying and articulating emotion,

I chose books which dealt with emotions and each journal involved identifying both the emotions felt by the characters and the emotions felt by the students in response to the story. A favourite book for this unit was *How Smudge Came* (story by Nan Gregory, pictures by Ron Lightburn). The students were generally engaged in the stories and activities, which I considered evidence of success. One of the students so enjoyed *Cats Sleep Anywhere* (by Eleanor Farjeon, illustrated by Anne Mortimer), that she practiced with an ERW until she was able to read the book to the group. It was the first book she had ever read. Now that is evidence of success! If I were to have the opportunity to offer this unit again to a similar group, then I would like to try using the pre-chapter books I have since added to my school library collection. If I were to have the opportunity to offer this unit to a group of more academic PIP students, that is, those reading at a late primary-early junior level, then I would like to try an author/novel study using Orca Currents or Orca Soundings novels as these novels are both age appropriate and written at a reasonably appropriate reading level, and they look like books for teenagers, which is important. Whether they are listening to stories, looking at pictures, or reading independently, all students, and that emphatically includes those with developmental disabilities, deserve to experience the joy of reading. After all, helping students -- all students -- develop a love of reading is a fundamental purpose of the school library.

Ideally, these units would become part of a well-developed, ongoing, integrated library program for PIP students, a program extended beyond the school to the public library in order to help the students develop the literacy, social, and leisure skills they will need outside of school.

The part of the school library program that is offered most often is the vocational

training program I developed. As many as possible of the older PIP students (years four

through seven) are placed in cooperative education (job training) positions to help prepare

them for life after high school. It is not unusual for students to need a pre-coop placement

before they are ready for a placement outside the school. I have created such a placement

and program in the school library. I am assigned a coop student almost every semester.

Generally, these students do not have significant physical disabilities, display reasonably

appropriate behaviour (e.g. violence and running are not concerns), and have some degree of

academic ability (generally pre-K to about grade 2). Sometimes thereis an ERW assigned to

work with the student, but not always. I have a job interview with the student and we

review and sign a contract. The student is expected to sign in each day, check the schedule,

complete the assigned tasks, and keep a journal. The tasks include such things as shredding,

processing new magazines, putting the new magazines in order in the display spinner, filing

the back issues, tidying the shelves, and helping at the Circulation Desk. I have created

instruction cards for these tasks, provide verbal instructions, model the tasks, and work with

the student when necessary. I have also modified the tasks as needed to ensure that they are

suitable. For example, we put a round green sticker in the top right corner of each magazine

cover, with the first letter of the magazine title. Each pocket on the magazine spinner also

has a letter sticker. The student matches the letters -- all the "A" magazines go in "A"

pockets, for example. Processing the new magazines means removing all the advertising

cards and stamping the front and back cover, first page, table of contents, page 10, and last

page. The coop student does not deal with the security strips or maintain the periodicals

record. Tidying the shelves means, for example, putting the encyclopedias in numerical

order, or picking up loose books from the stacks and bringing them to the Circulation Desk,

but not shelf reading. Because I am a teacher and the placement is in a school library, I also

build in resource time to work on literacy and numeracy skills as well as reading periods,

and I try to incorporate a research project on a topic of interest to the student. I use my

digital camera to take pictures of the student at work and then, together, we create a

PowerPoint presentation which the student presents to other PIP students, as well as a

presentation board for the coop job fair (a display prepared by all coop students at the end of

each semester in which PIP coop students participate). Social skills and appropriate

behaviour are always concerns so, for example, we work on shaking hands instead of

hugging. I personalize the program for each student, building on the student's strengths and

interests and addressing areas of need. This program is quite well regarded by the special

education staff and the students seem to enjoy it. In fact, the student with whom I worked

last year dropped by to help out each day before going to her next coop placement and

considered it a treat if she could not go to coop and could come to work in the school library

instead. And she is already recruiting PIP students for future school library coop

placements! The student with whom I am working this year tells me repeatedly how much

she loves working in the library and she is quite excited about what she is learning and the

projects we are doing. So far, she has written an article for the school newspaper, joined the

Book Group, participated with an ESL class in a literature circles unit, and written a book

about herself. And all of this is in addition to her "regular" library work. This sort of

enthusiasm tells me I am doing something right.

In addition to creating a library program for PIP students, I try to support the rest of

the PIP program. For example, a PIP student was placed in a grade 10 history class. Her

ERW decided that she would come to the school library each day to get the class copy of the

Toronto Star. This student, who had Cri du Chat Syndrome, was profoundly disabled and was functioning at an infant level. She could walk, with support and prompting, but was non-verbal and no communication system had ever been established, although efforts were being made to teach her some rudimentary communication skills. I suggested that her daily visit could provide an opportunity for communication. Using Boardmaker, I created a three-panel communication board, with symbols for "please", "newspaper", and "thank you". The goal was to get her to use this board to communicate what she wanted. She could touch the pictures, use the rudimentary signs she was being taught (e.g. please and thank you), touch the newspaper, or use any combination of these but she had to communicate appropriately in some fashion. The ERW and I modeled the process and used verbal and physical prompts (for example, the ERW would gently turn her face towards me whenever she looked to the ERW). Each visit took quite a bit longer than it would have had the ERW simply walked in with her, picked up the paper, and left but, by the end of the semester, the student was consistently using at least two of the three "words" (not always the same two), and sometimes all three. She clearly understood what she was expected to do and learned to do it. And she remembered what she had learned. The next semester, she came to the school library one day, happened to see a newspaper on the counter, and immediately moved to the counter and began patting the newspaper while looking at me. It might not seem like much, but it was a significant development for this student. I am always looking for such opportunities.

Collection Development

Resources are a real challenge, partly because of a lack of funds and partly because of a lack of resources. Given the state of school library budgets, providing any resources for

any students is a challenge. Even when funds are available, it can be quite difficult to find resources that meet the needs of students with developmental disabilities. Frankly, it is a real problem to find resources that are both academically appropriate and age appropriate for high school students with developmental disabilities. The simple fact is that resources at, say, the grade 1 level are written for 6 year olds, not 16 year olds. While the reading level might be appropriate, the interest level almost certainly is not, nor are the illustrations of young children (or, even worse, of characters from children's programs). This is an even greater problem when trying to find resources for the more academically capable PIP students, who tend to be very aware of, and self-conscious about, the fact that they are in a special education program, and so are very sensitive about anything that might mark them as different from their peers in the mainstream. As a general rule of thumb, I have found it helpful to "think primary; avoid cute."

While I would much prefer to have all the resources I need in my own collection, that is just not realistic. If collection development funds are an issue, then consider borrowing resources. I have borrowed public library materials for reading and research units. Unfortunately, because I was personally responsible for these materials, students were not permitted to sign them out, which is certainly not ideal. However, the borrowed resources did at least allow me to offer the units I had planned. Some boards have central resource collections which you might be able to access. If you have a good relationship with an elementary colleague, you might be able to borrow resources. Of course, borrowing children's resources from public or elementary school libraries or from central collections of elementary resources doesn't address the problem of the lack of age appropriate materials, however, with careful and sensitive selection it should be possible to find resources that are

at least not terribly inappropriate. In large school boards, such as mine, several high schools offer PIP. Instead of each teacher-librarian trying to provide all the necessary resources, why not collaborate with each other and then share the resources? One teacher-librarian might have a well-developed picture book collection, while another might focus on pre-chapter books or high-low fiction. Each teacher-librarian is likely to focus on resources for units he or she has developed. Those resources, and the units of course, could be shared. These types of loans provide resources at no cost to your school library, which is especially useful if you are not certain the unit in question will be offered regularly. If the unit does become a regular feature of your program, then you will have had an opportunity to "test drive" resources before spending scarce budget dollars on collection development.

Yet another option is to create your own resources. Using even fairly basic desktop publishing software, it is possible to create high quality resources. Add a digital camera, a colour printer, and a binding machine, and it is possible to do even better. It is also worth checking out specialized software, especially Boardmaker (check with your special education department head or your board's Speech and Language Pathology staff), a program that allows teachers (and ERWs, parents, etc.) to make visual communication tools such as communication boards, visual schedules, and lots more. I have used Boardmaker to create a school library story, worksheets, instruction sheets, communication boards, and more. I even printed pictures of library resources (book, newspaper, computer, etc.) on 8 ½" x 11" paper, pasted the pictures to peel'n'stick foam board I bought at an office supply store, and then cut the pictures apart to make puzzles. Boardmaker is easy to use and has all sorts of potential. Special Education and school library staff members can produce resources themselves, however, it is even better if students can create resources for other students.

Students in the grade 12 Writer's Craft course could write stories, which could be illustrated by Visual Arts students and then printed and bound. Instead of the standard research essay or report, students in a variety of classes could be challenged to write books explaining various concepts in a manner accessible to their peers in PIP. Students in a technology class (such as construction) could make wooden puzzles or game boards. Perhaps art students could design the graphics. The possibilities are endless, and such assignments certainly qualify as authentic assessment. Unfortunately, I have not yet been able to put this idea into action in my school, but I am not giving up on the possibility.

Although borrowing resources is a good idea, and creating your own resources is a necessity, if you really want to create an inclusive school library, then you will have to invest some money in collection development. The question, of course, is how best to spend that money. As noted, finding suitable resources is a problem. Because I love picture books and consider them a valuable teaching resource at the high school level, I have added picture books to my school library collection. I have also tried to purchase resources suitable for students reading below grade level, including English Language Learners, students with learning disabilities, and students identified as Mildly Intellectually Disabled, so, for example, I have bought books written for 8 to 12 year olds as well as high/low fiction for young adults (Orca Soundings titles are a must). Some of these resources are suitable for the more academically capable PIP students, although they will need support from teachers and ERWs to use them. Several of our PIP students are reading at a kindergarten to grade 2 level, so I have also purchased books written at this level. The lower the reading level, the greater the challenge it is to find age-appropriate resources. In addition, because curriculum-related books are generally written at a reading level that reflects the grade at which that

material is taught, books written for younger students are rarely a good match for the curriculum needs of high school students. However, since PIP students are taking alternative courses, this problem can be overcome with careful planning. I have added "pre-chapter" books to the collection (e.g. DK Readers). Actually, it is so difficult to find suitable titles that I have wound up looking instead for titles that are simply less unsuitable. I do not understand why publishers do not publish suitable resources. Given the number of English Language Learners, the number of high school students reading significantly below grade level, and the number of adult literacy learners, I believe there is a sizable market, although every publisher's representative with whom I have spoken insists this is not the case.

I have made several cataloguing and shelving decisions as part of my work to create an inclusive library. The high/low fiction has a different call number prefix than the "regular" fiction and is shelved separately, in the same area but in a separate spinner, to make it easy to find and browse. The pre-chapter books are yet another category and are shelved on the same unit as the graphic novels, manga, and children's books. The easy-reading non-fiction is interfiled with the general collection. All of the easy-reading materials have an identifying spine label (that I created using Microsoft Publisher) and include either "easy reading materials – fiction" or "easy reading materials-non-fiction" in the cataloguing record (which allows me to search for and create a list of these titles). I have tried to make the materials easy to find while avoiding stigmatizing certain areas of the collection as the "special education books."

Because PIP students are a relatively small group within the school population, and because the funds available for collection development are usually so limited, the decision to spend scarce funds on resources for these students might be questioned. It is important to

keep in mind that use of these resources will not be limited to this small group of students. Consider all the students reading significantly below grade level, a group which often includes students with learning disabilities, hearing impairments, and mild intellectual disabilities. And, of course, many schools, especially in urban areas, have sizable populations of students who are new to Canada and who are just beginning to learn English. All of these students will find high/low materials useful. Picture books can be used in a variety of ways across the curriculum, as texts, discussion prompts, writing and art models, and as models for assignments requiring students to create picture books. Picture books and pre-chapter books will be of interest to teachers who have young children and to students responsible for babysitting younger children (or who have young children of their own). So, although certain resources might be purchased or developed with PIP students in mind, they are likely to be of use beyond this group. And, if a particular resource really does have limited use, well, so do those resources purchased for senior university level courses, or for French (or other) language courses, and so on. While it is not reasonable to expect a school library to provide everything a student might need, it is reasonable to expect that every student will be able to find something of interest in the collection, even if the student is developmentally disabled.

Collaboration

Collaboration is nothing new for teacher-librarians, so it should come as no surprise that collaboration is an essential element in the creation of an inclusive school library. Collaboration with classroom teachers remains essential and teacher-librarians are well-placed to assist with the differentiated instruction necessitated by the inclusion of students with special needs such as developmental disabilities. When working to meet the needs of

students with special needs, including developmental disabilities, it is also essential for teacher-librarians to collaborate with all of the other people who work with these students, such as special education teachers, ERWs, and all of the other support staff who may be involved, such as Speech and Language Pathologists and Occupational Therapists. In short, it is most helpful if the teacher-librarian functions as part of the team working with the students. Ideally, the library program would be fully integrated with PIP and developed in collaboration with this team.

Professional Learning

Attitude is the single most critical factor in the creation of an inclusive school library. Everyone involved has to believe that the school library should welcome and support all members of the school community. That said, there is also a need for ongoing learning.

Everyone involved has to know about and be comfortable dealing with any behaviour, communication, or medical issues a student might have. If a student uses an augmentative or alternative communication system, then everyone who interacts with that student should know how to use that system to communicate. Some systems, such as PECS (Picture Exchange Communication System), are scripted and require some training. The special education staff members who work with the student should be able to provide informal communication training. It is also worth asking to be included when in-service sessions are offered. And it is worth asking whether library vocabulary and phrases can be added to the system so the student can, for example, ask to sign out a book. Ultimately, the goal is to empower the students by helping them to function as independently as possible, and communication skills play a vitally important role. Members of the school library staff already deal with medical issues presented by certain students. For example, all members of

a school staff are expected to know which students are subject to anaphylactic reactions, how to recognize the symptoms, and how to respond to an emergency (e.g. how to use the student's epipen). It is no different when the student in question happens to have a developmental disability. All members of the school library staff should be made aware of medical issues (e.g. seizures), and how to recognize and deal with any problems. Naturally, confidentiality is an issue, however, this can be managed in the same manner as it is for students with life-threatening allergies. It is not fair to anyone to permit a situation in which a student might be put at risk because information was not shared. Again, much of the necessary information can be provided by the teachers and ERWs who work most closely with the students, although opportunities for in-service training should also be pursued.

I must admit that I have found the most practical professional development to have been the opportunity to work with students while engaging in professional reading and reflection. That said, I did choose to take the courses necessary to get my Special Education Specialist (as qualified as I can be in Ontario) because I believed it would help me in my efforts to create an inclusive library and I have found that having the qualifications has given me added credibility with special education staff.

Remember, in addition to pursuing ongoing professional learning ourselves, teacher-Librarians are information specialists and so are well-placed to help others learn. We can find, use, and share information which will help everyone involved better understand and meet the needs of all students, including those with developmental disabilities and we can model inclusive teaching.

In Conclusion…

It is possible to work toward the creation of an inclusive school library even with the budget, staffing, and time restrictions so many of us face. The single most important factor is attitude. Do what you can with what you have. Be creative. And, above all, be welcoming. It is worth it, for the sake of everyone in the school community.

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Glossary

Developmental Disability

"A severe learning disorder characterized by:

a)   an inability to profit from a special education program for students with mild

intellectual disabilities because of slow intellectual development;

b)   an ability to profit from a special education program that is designed to

accommodate slow intellectual development;

c)   a limited potential for academic learning, independent social adjustment, and

economic self support"

(Ontario Ministry of Education, 2001, p.A20).

ERW (Education Resource Worker)

ERWs work with special needs students who need help with academic skills, behaviour and

social skills, or who have physical needs (e.g. feeding or toileting). Depending on the school

board, these staff members might also be referred to as TAs (Teaching Assistants) or EAs

(Educational Assistants). Educational requirements vary, but college diplomas from

appropriate programs are common.

Exceptional

An exceptional pupil is defined as:

"a pupil whose behavioural, communicational, intellectual, physical or multiple

exceptionalities are such that he or she is considered to need placement in a special

education program by a committee…" (Ontario Ministry of Education, 2001, p. A3).

Exceptionality

The Ministry defines five broad categories into which students with special needs must be placed if they are to be identified as exceptional. These categories are Behaviour; Communication (Autism, Dead and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability), Intellectual (Giftedness, Mild Intellectual Disability, Developmental Disability), Physical (Physical Disability, Blind and Low Vision), and Multiple. (Ontario Ministry of Education, 2001, p. A20).

IEP (Individual Education Plan)

"An Individual Education Plan (IEP) is a written plan. It is a working document that describes the strengths and needs of an individual exceptional student or of a student with special needs, the special education program and services established to meet a student's needs, and sets out how the program and services will be delivered. It also describes the student's progress" (Ontario Ministry of Education, 2001, p. A16). There are strict timelines for the development of this plan, and it must be reviewed/rewritten annually. At the high school level, the IEP must include transition planning (unless the student has been identified as exceptional solely because he or she is gifted). Parents and students 16 and older must be involved in the development of the IEP. Every student identified as exceptional must have an IEP. Any student not formally identified but considered to have special needs should also have an IEP. The IEP is a legal document, and the programs, services, accommodations, and modifications set out in the IEP must be delivered (or at least offered – high school students

have the right to refuse service).

IPRC (Identification, Placement and Review Committee)

The committee responsible for identifying and placing exceptional students. Membership and processes are established by the Ministry, as is an appeals process should parents disagree with the IPRC decision.

Mild Intellectual Disability

"A learning disorder characterized by:

a)   an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;

b)   an inability to profit educationally within a regular class because of slow intellectual development;

c)   a potential for academic learning, independent social adjustment, and economic self-support

(Ontario Ministry of Education, 2001, p. A20).

PIP (Planning for Independence Program)

A special education program for high school students identified as developmentally disabled. Student timetables and personalized and, whenever possible, include integration opportunities.

Special Needs

Also Special Education Needs. A student with special needs requires accommodations, modifications, services, supports, or programs beyond what is generally provided in a regular classroom setting in order to be successful. While students with special needs may be formally identified as exceptional through the IPRC process, schools may also recognize and support students not formally identified. All students with special needs are supposed to have IEPs. Funding can become an issue when students are not formally identified.

Appendix A

Overview of Special Education in Ontario

In Ontario, special education is governed by the Education Act. The single most useful document for teachers is Special Education: A Guide for Teachers, available from the Ontario Ministry of Education (2001). The information is this appendix is based on both this document and my own experience.

All school boards are required to provide, or to purchase from other boards, special education programming for students who would normally be enrolled in that school board.

Special education funding is layered. In addition to the Foundation Grant (basic per-pupil funding), there is a two-part Special Education Grant. The Special Education Per Pupil Amount (SEPPA) is based on total school board enrollment (not on special education numbers). The Intensive Support Amount (ISA) is based on the number of high-needs exceptional pupils enrolled in the school board and has three funding levels. Neither of these amounts is tied to individual pupils. Boards can also apply for the Special Incidence Portion (SIP) of the Special Education Grant for pupils with extraordinarily high needs. (Ontario Ministry of Education, Special Education, p. B2).

Students can be identified as having special needs either formally, through the IPRC process, or informally. In either case, parental permission is required and an IEP is developed and implemented for the student. Some students are identified before beginning school. These tend to be students who have developmental disabilities, physical disabilities, serious medical needs, autism, and so on. In such cases, when the special need is apparent

before the child begins school, the board convenes the IPRC before the child begins school and a placement decision is made and a transition plan and IEP developed. Other students, especially those who have learning disabilities or mild intellectual disabilities, are often not identified until they begin school, sometimes after several years at school. In such cases, it is often the teacher who first becomes concerned. The teacher is expected to speak with the parents and work with them. If "regular" teaching strategies and accommodations (e.g. sitting near the teacher) don't work or are not enough, then the teacher refers the student to the In-School Team, which considers all the information available and makes recommendations. Often, the recommendation will be that the student be referred for formal assessment. Because it can take some time for a student to be assessed, an IEP will be developed in the meantime and support provided for the student. Then, if warranted by the results of the assessment, the IPRC process is begun, which usually leads to formal identification of the student as exceptional and a special education placement and a new IEP reflecting the change.

School boards are required to provide a range of special education placements, from a regular class with indirect support (in which the teacher receives support from consultants, etc., but the student receives no direct support from anyone but the teacher), all the way to placement in a specialized school or treatment centre. In general, each student is to be placed in as normal a setting as possible, although the guiding principle must always be the best interest of the student. Every student receiving special education services is to have an IEP.

Parents and students aged 16 or more must be consulted about and involved in both the IEP and the IPRC process and neither can proceed without parental permission. IEPs must be rewritten at the beginning of each school year or whenever the student's placement

is changed. The IPRC must meet to review each student's placement once a year, although parents can choose to waive these meetings. There is an appeals process should parents disagree with the decision of the IPRC.

The goal is to provide each student with the resources and supports necessary to ensure successful learning.

Appendix B

Sample PIP Materials

Co-Op Contract

Co-op Contract for
School Library Placement

This contract explains what is expected of everyone when a co-op student is working in the School Library. When we sign this contract, we are agreeing to do what it says.

This is what the Co-op student is agreeing to do:

- _____ will be neat and clean. She will be in full uniform.
- _____ will have a good attitude. She will be pleasant, polite, and professional.
- _____ will come to the School Library every school day. She will come at 11:45 and work until 12:45. If she is late or can not come, she will talk to Miss Dillon.
- _____ will sign in.
- _____ will follow her schedule.
- _____ will do her work as well as she can. She will stay on task. _____ can ask questions or ask for help.
- _____ will study the things she needs to know for her job.
- _____ will write a Coop Journal each week.
- _____ will prepare a presentation and display for the Co-op Job Fair.

<u>This is what Miss Dillon is agreeing to do:</u>

- Miss Dillon will make a schedule for _____.

- Miss Dillon will help _____ learn how to do her School Library work.

- Miss Dillon will help _____ learn how to be a good employee.

<u>This is how _____ will benefit from working in the School Library:</u>

- _____ will practice lots of skills, such as

    - ✓ literacy skills (alphabet, reading, writing),

    - ✓ numeracy skills (numbers, counting),

    - ✓ computer skills,

    - ✓ organization and time management,

    - ✓ social skills,

    - ✓ working more independently.

- _____ will learn more about having a job.

- _____ can put this coop placement on her resume.

- Miss Dillon can write _____ a letter of reference.

Student: _____

Teacher-Librarian: _____

ERW: _____

Parents: _____

Date: _____

Typical Daily Co-op Schedule

Monday February 25, 2008

sign in:

time: _____

name: _____

_____ tidy fiction

_____ put out new magazines / tidy magazines

_____ read newspaper

_____ break

_____ study

_____ Circulation Desk

_____ get mail

sign out:

time: _____

initials: _____

Provinces and Territories of Canada Project

The Provinces and Territories
of Canada Project

designed by: B. Dillon,
                       Teacher-Librarian
                       Philip Pocock C.S.S.
    for: PIP Geography
    date: November 2005

<u>The   Provinces and Territories of Canada   Project</u>

Imagine this…

You work for a graphics art company that makes educational brochures and posters. A travel and tourism company has hired you to create educational materials that will help people learn about the countries of the world so they can plan their vacations.

Task

Your second assignment is a set of posters about the provinces and territories of Canada.

Each person in the group will choose a province or territory and design a poster.

Each poster will have two sides.
- Side one will have large, bright, attention - grabbing pictures and large, easy – to - read words.
- Side 2 will have more information, arranged in fact boxes.

Resources

- Miss Dillon has made a <u>Pathfinder</u> for you.   This <u>Pathfinder</u> will tell you where to find information for this project.

Process

- Keep all your work in your research folder.
- Keep your research folder organized.
- Follow the four stages of the research process.

The Four Stages of Research

Stage 1:   Get Ready

✓ Use maps to explore the provinces and territories of Canada.

✓ Choose a topic for this project.

✓ Fill in the handout, <u>Project Planner</u>.

Stage 2:   Find

✓ Use the <u>Pathfinder</u>.   Find at least one encyclopedia article, one book, and one website.

✓ Fill in the handout, <u>Where I Found My Information</u>.

Stage 3:   Think

✓ Start taking notes.   Use the handouts, <u>Note Taking Organizer</u>.

✓ Organize your notes.   Use the handout, <u>Information Organizer</u>.

✓ Colour your Flag, Bird, and Flower pictures.

Stage 4:   Share

✓ Make a rough copy of your poster.   Use the handout, <u>Poster Organizer</u>.

✓ Make a good copy on the computer.

✓ When you are finished, Miss Dillon will save your work and use her computer to make a big poster, with all of your coloured pictures.

✓ You will share this poster with the class.   You will talk about the province or territory you researched.

✓ You will think about how you worked on this project and about what you learned.   Write a <u>Research Reflection</u>.

Project Planner

My topic is: _____.

My Geography class will work in the School Library on these days:

- Wednesday November 30, 2005
- Thursday December 1, 2005
- Monday December 5 , 2005
- Tuesday December 6, 2005
- Wednesday December 7, 2005
- Thursday December 8, 2005
- Monday December 12, 2005
- Tuesday December 13, 2005
- Wednesday December 14, 2005
- Thursday December 15, 2005
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

My project is due _____.

Project Information

I will use Microsoft Word to create a poster.

- I will make a poster on regular paper.
- My poster must include words, a map, and pictures.
- Miss Dillon will use her computer to make my poster into a big poster, with all my coloured pictures.

I will get information from:

- pictures
- text (words) – can be spoken out loud or written down

I can use these resources:

- encyclopedias
- books
- web sites

I know what counts for this project.

- library behaviour
- work habits
- research skills
- content (share what I learned)
- presentation (make it clear and interesting)
- documentation (write down where I got my information)
- research reflection (tell what I learned about doing research
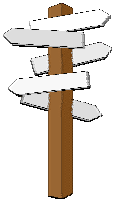
Pathfinder: Provinces of Canada Project

FIRST use print resources!

1.   Start with an encyclopedia.
     📖 *Student Discovery*

2.   Use books.
     📖 *Look at the books Miss Dillon has put on your project cart.*

THEN look for information on the computer.

3.   Use a web site.

     🖱 *Get 2 Know Canada*
        http://www.get2knowcanada.ca/index.htm

     🖱 *Made in Canada*
        www.saskschools.ca/~gregory/canada/index.html

     🖱 *Canada's Provinces and Territories*
        http://www.kidzone.ws/geography/provinces.htm

     🖱 *Maps, from The Atlas of Canada*
        http://atlas.gc.ca/site/english/maps/reference/provincesterritories

4.   Finished your work? Have some fun!

     🖱 *Canada Geography Quiz*
        http://www.lizardpoint.com/fun/geoquiz/canquiz.html

     🖱 *Map of Canada puzzle, from Jigzone.com*
        http://www.jigzone.com/ms/z.php?id=manbenn&a=UN&p=xg5jbj7&z=6_piece_classic

Where I Found My Information

<u>Encyclopedias</u>

author of article: _____

title of article: _____

page number: _____   volume number: _____

title of encyclopedia: *Student Discovery*

edition / date: 2004

author of article: _____

title of article: _____

page number: _____   volume number: _____

title of encyclopedia: *Student Discovery*

edition / date: 2004

author of article: _____

title of article: _____

page number: _____   volume number: _____

title of encyclopedia: *Student Discovery*

edition / date: 2004

author of article: _____

title of article: _____

page number: _____   volume number: _____

title of encyclopedia: *Student Discovery*

edition / date: 2004

<u>Books</u>

author: _____

title: _____

publisher: _____

place: _____

date: _____

author: _____

title: _____

publisher: _____

place: _____

date: _____

author: _____

title: _____

publisher: _____

place: _____

date: _____

author: _____

title: _____

publisher: _____

place: _____

date: _____

Websites

web site name: _____

internet address: _____

I used this part of the web site: _____

date I used this web site: _____

web site name: _____

internet address: _____

I used this part of the web site: _____

date I used this web site: _____

web site name: _____

internet address: _____

I used this part of the web site: _____

date I used this web site: _____

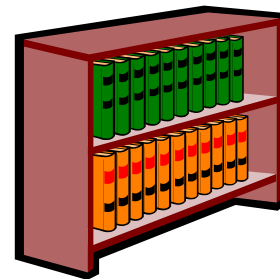web site name: _____

internet address: _____

I used this part of the web site: _____

date I used this web site: _____

Note Taking Organizer: Encyclopedia

Article: _____

Province: _____

Province Symbols

Symbol	What is it?	Interesting facts
Flower		
Bird		
Tree		
motto		

Province Facts

Fact	Information
Location	
Size	
Population	
Natural Resources	
Industry / Trade	
Capital City	
Other Cities	

Tourist Attractions

What is it?   _____

_____

_____

Where is it?   _____

_____

_____

Why is it interesting?   _____

_____

_____

_____

Poster Organizer, side 1

(province name goes here)_____

flag   bird   flower

map goes here

Tourist Attractions Picture

Poster Organizer, side 2

(province name goes here)_____

Province Facts

Symbols

Tourist Attractions

<u>The Provinces and Territories of Canada Project</u>
<u>Research Reflection</u>

I will think about what I learned and how I felt when I did this project. I will think about what I did well. I will think about what I can do better next time. I will write a Research Reflection. These questions will help me.

- I learned about the four steps of research: getting ready, finding, thinking, and sharing. How well did I learn?
- I learned about the resources the school library has to help me do research: encyclopedias, books, and web sites. How well did I learn?
- I learned about using different kinds of information: words, pictures, and web sites. How well did I learn?
- I learned how to make a poster. How well did I learn?
- I learned how to present to an audience. How well did I learn?
- How do I think I did on this project? What can I improve for my next research project?
- How did doing the project make me feel?
- What did I like best about this project?
- How can Miss Dillon and my teacher make this project better next time?